



MIDWESTERN
STATE UNIVERSITY

A Member of the Texas Tech University System

Early Childhood Curriculum

College of Education
ECED 4133 x40
Summer 2026

Contact Information

Instructor: Dr. Suhua Huang

Office: BH214

Office hours: Virtual appointments are available only during the summer sessions. Email communication is the best way to reach the instructor.

Office phone: (940)397-4763

E-mail: suhua.huang@msutexas.edu

Course Description

4133- Early Childhood Curriculum-Planning the learning environment, developing learning activities, organizing the school day, and interpreting children's growth to parents. Emphasis on developmentally appropriate practice.

Textbook & Instructional Materials

Beaver, N., Wyatt, S., & Jackman, H. L. (2023). Early Education Curriculum: A Child's Connection to the World (8th ed). New York: Cengage learning. ISBN-13: 978-0357625446

Course Objectives

During the scope of this course, students will have the opportunity to

1. Identify and create a developmentally appropriate learning environment that meets the needs of all young children.
2. Identify and develop a curriculum for the total growth and development of young children, including: language arts, creative art, music and movement, science and technology, mathematics, social studies, anti-bias curriculum and field trips, nutrition and health.
3. Design developmentally appropriate learning activities across different disciplines including language arts, creative art, music and movement, science and technology, mathematics, social studies, and health.
4. Plan and set up different types of learning centers (e.g., language arts, creative art, music and movement, science and technology, mathematics, social studies, etc.) for young children.

5. Develop guidance principles for children and teachers to act and interact in positive, productive, and acceptable ways.
6. Identify the value and benefits of play for young children.
7. Identify and create experiences for promoting young children's positive self-concept and social relationships, learning experiences, etc.

Focus of the Course

- Good Environments for Young Children, Teachers, and Families
- Guidance Techniques and School/Home Interaction
- The Value of Play
- Curriculum Development
- Language Arts
- Creative, Artistic, and Sensory Expression
- Music and Movement Education
- Science and Technology
- Mathematics
- Social Studies, Anti-Bias Curriculum, and Field Trip 11.
- Nutrition and Health
- Transition Activities

National/State Standards

This course is aligned with the National Association for the Education of Young Children (NAEYC) Standards, Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12 (Updated May 18, 2025), Texas Teacher Standards (TAC Chapter 149-Updated August 2025), Core Subjects EC-6 English Language Arts and Reading (ELRA), English Language Arts and Reading (901), Test 293: Science of Teaching Reading Domain 1- Reading Pedagogy, Chapter 19, §235.101: Science of Teaching Reading Standards. The details for each standard are uploaded to D2L.

Dispositions

The early childhood faculty expects students to demonstrate the performances essential for meeting the early childhood instructional needs of all students. Early childhood education professionals are committed to using research-based instruction. Early childhood education professionals assess learner needs to plan appropriate instruction. Early childhood education professionals are aware that best assessments are conducted over time and compare the child's past and present abilities. Early childhood education professionals display positive dispositions related to early childhood. Early childhood education professionals value students' interests, reading abilities, and backgrounds as foundations for the early childhood program.

Early childhood education professional's model related early childhood experiences enthusiastically as valued lifelong activities. Early childhood education professionals help families find enjoyable ways to support learning begun at school.

Campus Carry Policy

Active Shooter:

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University Police Department's webpage: "[Run. Hide. Fight.](#)"

Campus Carry:

Senate Bill 11, passed by the 84th Texas Legislature, allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at [Campus Carry Policy](#)

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

AI /Chat GPT Policy

The MSU Student Handbook covers Academic Honesty under University Policies and procedures. Academic dishonesty is defined as cheating, collusion, and plagiarism.

1. Cheating is the use of any unauthorized assistance, dependence upon the aid of sources beyond those authorized by the instructor, or acquisition without permission, of tests or other academic materials.
2. Plagiarism is the use of another person's published or unpublished work without full and clear acknowledgment.
3. Collusion is collaboration with another person in preparing work offered for credit if the faculty member in charge does not authorize that collaboration.

AI/Chat GPT are relevant to the academic domain. All writing assignments for this course should be well-prepared and created by the students. Writing, analytical, and critical thinking skills are part of the learning outcomes of this course. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism (Source from Texas Tech University).

Obligation to Report Sex Discrimination under State and Federal Law
Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

Disability Support Services
Student Wellness Center

Phone: 940-397-4140
Email: disabilityservices@msutexas.edu
Website: [DSS Webpage](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Inclement Weather Policy

In case of inclement weather, the instructor will post an announcement regarding the status of the class through email. Students are also encouraged to call the department if they have no immediate access to the Internet.

Grade Appeal Process

Students who wish to appeal a grade should consult the [Midwestern State University Catalog](#).

Instructor Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. **You need to follow weekly modules for the course assignments.** Inappropriate behavior in the D2L online classroom shall result, minimally, in a request to drop the class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate classroom behaviors, the student may receive an instructor drop with an "F" for the course.

An instructor may drop a student any time during the semester for failure to participate, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer

term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Late Assignment Policy

No late work is acceptable. 50 points per day will be deducted for late assignments. Arrangements for exceptional cases must be made AT LEAST two days prior to the due date, but only one time per semester. Turn in your assignments with an electronic copy to D2L on the due day which is listed on the course calendar.

Assignments

1. Thematic Unit Project- 400 Points (Group Project-5 students per group)

(1) Thematic Unit Lesson: 100 points

Each group will be required to prepare a thematic unit appropriate for an early childhood classroom:

Each small group will be required to:

- select a theme, create unit goals/objectives
- create a curriculum planning web
- present lesson plan and accompanying learning center from the curriculum planning web to the class (one per group member)
- prepare **one** portfolio that contains the unit goals, curriculum planning web, lesson plans (one per group member), and learning centers (one per group member); portfolios should contain a table of contents and tab dividers for each section

Each group member will be required to:

- individually create **one** lesson plan and learning center from the curriculum planning web
- equally contribute to the preparation of one lesson and accompanying learning center from the curriculum planning web with their group members for the presentation including standards and TEKS.
- prepare a one-page reflection on how they contributed to the thematic unit
- equally contribute during the lesson presentation

(2) Thematic Unit Prop Box Presentation: 100 points

Each group will be required to prepare **one** prop box including materials related to your thematic unit. **Each group member** will be required to create an activity plan explaining how you will use the prop box in a lesson/activity. **Each group member** will share their prop box activity plan during the thematic unit presentations. Remember that the purpose of a prop box is to encourage **dramatic/imaginative** play. Please keep this in mind when preparing the prop box and activity plan.

(3) Thematic Unit Book Talk Presentation: 100 points

Each student will be required to give a 5-minute book talk on a book related to your thematic unit. The book talk will include a brief summary of the book along with a detailed explanation of how you would use the book in your classroom. This will be an oral presentation; however, a written one-page paper will accompany your presentation. A form of technology must be included.

(4) Thematic Unit Lesson/Prop Box and Book Talk Presentation (a Video Presentation): 100 points

Each group will present its thematic unit through either a recorded video presentation or a live presentation. The purpose of this assignment is to demonstrate your ability to design, organize, and effectively deliver instruction in an early childhood classroom. Groups may choose one of the following presentation formats:

- One group member may present the entire thematic unit project on behalf of the group.
- Each group member may present their individual contributions, including:
 - Lesson plan(s)
 - Thematic unit prop box
 - Unit book talk

The presentation should clearly demonstrate your understanding of curriculum planning, instructional strategies, and developmentally appropriate practices for young children. **A rubric for thematic unit lesson and presentation will be listed to D2L.**

2. Case Study Analysis Project: 100 Points (Individual Project): Review the case study carefully and respond to the seven questions.

You will review one comprehensive case study from the EC–3/EC–6 Curriculum. Based on the information provided in the case study, you will develop comprehensive instructional plans, teaching strategies, responses to the seven case study questions, and recommendations for the student(s) presented in the case.

Your analysis should include: Identification of the student’s strengths and areas of need; Instructional goals and objectives, Evidence-based teaching strategies, Classroom accommodations and modifications, when appropriate, Reading and literacy interventions, Instructional resources and materials and Progress-monitoring methods, Responses to all seven case study questions, Recommendations for supporting continued academic growth

Your goal is to design instructional plans and interventions that will help the student make academic progress and overcome reading challenges. Be sure to support your recommendations with course concepts, research-based practices, and professional judgment. **The case study will be available on D2L.**

3. Exams: 300 points (Individual Project)

There will be three scheduled exams for this course. The format for the exam will be multiple-choice and short answer.

4. Professional Development Activity: 100 Points (Individual Project)

Choose **one** of the following activities to demonstrate your skills as an educational leader in a school setting. Please select an activity that you have **not** already completed as part of your current or previous employment.

Option 1: Staff Development/Training Program

Design a staff development or training program for paraprofessionals, parents, community members, or volunteers who support reading and writing instruction in your school.

Your project should include:

- A description of the target population
- Goals and objectives of the training program
- A schedule of training sessions and activities
- Instructional materials and resources
- A budget for the program
- A plan for evaluating participants' understanding
- A plan for evaluating the effectiveness of the training program

Option 2: Reading and Literacy Intervention Program

Design an intervention program for one of the following populations:

- Struggling readers
- Students on Reading Sufficiency Plans (RSPs)
- English learners (ELs)
- Other students who require literacy support

You may design either a school-wide program or a program targeting specific grade levels.

Your project should include:

- Goals and objectives of the intervention program
- Description of the target population
- Organization and staffing plan

- Instructional materials and resources to be purchased
- A detailed budget
- Student assessment procedures for placement into and exit from the program
- Description of instructional practices and interventions
- A plan for evaluating program effectiveness

Your project should demonstrate your ability to apply leadership skills, support student achievement, collaborate with stakeholders, and make data-driven decisions to improve literacy outcomes. A rubric for professional development activities will be listed to D2L

Course Grade - Final grade will be determined by the number of points earned through completion of the following assignments and your attendance. You are required to finish all of the assignments in order to receive a complete final grade. If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Meanwhile, you will lose 100 points on your final grade.

Table 1

If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Meanwhile you will lose 100 points for your final grade. Grades are determined by weighing the course requirements in the following manner.

Assignment	Points
Thematic Unit Project and Presentation	400
Case Study Analysis Project	100
Exams	300
Professional Development Activity	100
Participation on D2L	100
Total	1000

Table 2 Total points for final grade

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Course Schedule

Week	Activities	Due Date
Week 1 July 6-July 10	<ol style="list-style-type: none"> 1. Review Course Syllabus 2. Chapter 1: Starting the Process and Assign Groups for Thematic Unit Project. 3. Chapter 2: Observation, Assessment, Evaluation, and Documentation 4. Chapter 3: Creating Curriculum 5. Chapter 4: The Learning Environment 	Exam 1 (Chapters 1-4) will open on Friday, July 10 at 12:01 a.m. and is due on July 12 at 11:59 p.m.
Week 2 July 13- July 17	<ol style="list-style-type: none"> 6. Chapter 5: Science 7. Chapter 6: Technology 8. Chapter 7: Engineering and Construction: Blocks and Wood working 9. Chapter 8: Math 10. Chapter 9: Language and Literacy 	Exam 2 (Chapters 5-9) will open on Friday, July 17 at 12:01 a.m. and is due on July 19 at 11:59 p.m.
Week 3 July 20- July 24	<ol style="list-style-type: none"> 11. Chapter 10: Art 12. Chapter 11: Music 13. Chapter 12: Performing Art: Dramatic Play and Social Studies 14. Chapter 13: Fine Motor and Manipulatives 15. Chapter 14: Large Motor and outdoor Play 16. Chapter 15: Sensory Play 	Exam 3 (Chapters 10-15) will open on Friday, July 24 at 12:01 a.m. and is due on July 26 at 11:59 p.m.
Week 4 July 27- July 31	<ol style="list-style-type: none"> 17. Thematic Unit Prop Box Presentation 	Thematic Unit Prop Box Presentation is due Aug. 2nd at 11:59pm
Week 5 Aug. 3 to Aug. 6	<ol style="list-style-type: none"> 18. Case Study Analysis Project 19. Professional Development Activity 	Case Study Analysis Project, and Professional Development Activity are due Aug. 5th by 11:59pm

References

Texas Education Agency. (2025). Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12 (Updated May18, 2025). Retrieved December 10, 2025 from [**Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12**](#)

Texas Education Agency. (2025). Texas Teacher Standards (TAC Chapter 149-Updated August 2025). Retrieved December 10, 2025 from [**Chapter 149, Texas Teacher Standards.**](#)

Texas Education Agency. (2022). Chapter 110 Texas Essential Knowledge and Skills for English Language Arts and Reading. Retrieved August 19, 2022, from [Elementary TEKS.](#)

Texas Education Agency. (2021).EC-6 Core Subjects Test Framework. Retrieved January 1, 2021, from [EC-6 Core Subjects 391.](#)

Texas Education Agency. (2021).EC-6 Core Subjects Standards. Retrieved, August 19, 2021 from [EC-6 Core Subjects](#)

Texas Education Agency. (2021). Science of Teaching Standards. Retrieved, August 19, 2021 from [STR Standards.](#)

Texas Education Agency. (2021).STR Test Framework. Retrieved, August 19, 2021 from [STR Test 293.](#)

Knowledge and Skills (TEKS), Texas Education Agency (TEA) K, 1, 2,3, 4, 5, 6 [Texas Essential Knowledge and Skills for ELAR \(Elementary\)](#)(see D2L course for full list)

[Elementary Certificate Standards for Core Subjects EC-6 and EC-3](#) (see D2L Course for full list)